

# NEW JERSEY DEPARTMENT OF EDUCATION

## OFFICE OF TITLE I



## 2015-2016 TITLE I SCHOOLWIDE PLAN\*

\*This plan is only for Title I schoolwide programs that are not identified as a Priority or Focus Schools.

## SCHOOLWIDE SUMMARY INFORMATION - *ESEA*§1114

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## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

DISTRICT INFORMATION	SCHOOL INFORMATION
District: SALEM CITY	School: John Fenwick Academy
Chief School Administrator: A. PATRICK MICHEL, ED.D	Address: 183 Smith Street
Chief School Administrator's E-mail: michel@salemnj.org	Grade Levels: PK-2
Title I Contact: Linda A. Del Rossi	Principal: Syeda Woods
Title I Contact E-mail: delrossi@salemnj.org	Principal's E-mail: woods@salemnj.org
Title I Contact Phone Number: 856-935-3800 x 4262	Principal's Phone Number: 856-935-4100 X 1223

### Principal's Certification

**The following certification must be made by the principal of the school. Please Note:** A signed Principal's Certification must be scanned and included as part of the submission of the Schoolwide Plan.

☐ I certify that I have been included in consultations related to the priority needs of my school and participated in the completion of the Schoolwide Plan. As an active member of the planning committee, I provided input for the school's Comprehensive Needs Assessment and the selection of priority problems. I concur with the information presented herein, including the identification of programs and activities that are funded by Title I, Part A.

## SCHOOLWIDE SUMMARY INFORMATION - ESEA§1114

Principal's Name (Print)

Principal's Signature

Date

### Critical Overview Elements

- The School held \_\_\_\_\_ 4 \_\_\_\_\_ (number) of stakeholder engagement meetings.
- State/local funds to support the school were \$ 2,738,993.00, which comprised 100 % of the school's budget in 2014-2015.
- State/local funds to support the school will be \$ 2,738,993.00, which will comprise 100 % of the school's budget in 2015-2016.
- Title I funded programs/interventions/strategies/activities in 2015-2016 include the following:

Item	Related to Priority Problem #	Related to Reform Strategy	Budget Line Item (s)	Approximate Cost
Reading Specialists/RTI	1	Increase reading on grade level	100-100	\$123,828.00
After school tutoring	1	Extended Time	100-100	\$7,500.00
Camp Fenwick	1	Extended Time	100-100	\$14, 976.00
Summer Reading Kits	1	Summer Reading Loss	100-600	\$16,425.00
Waterford Early Reading Program	1	Increase reading on grade level	100-600	\$15,995.00

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

*ESEA §1114(b)(2)(B)(ii): "The comprehensive plan shall be . . . - developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of this title), and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;"*

### Stakeholder/Schoolwide Committee

**Select committee members to develop the Schoolwide Plan.**

**Note:** For purposes of continuity, some representatives from this Comprehensive Needs Assessment stakeholder committee should be included in the stakeholder/schoolwide planning committee. Identify the stakeholders who participated in the Comprehensive Needs Assessment and/or development of the plan. Signatures should be kept on file in the school office. Print a copy of this page to obtain signatures. **Please Note:** A scanned copy of the Stakeholder Engagement form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

***\*Add lines as necessary.***

Name	Stakeholder Group	Participated in Comprehensive Needs Assessment	Participated in Plan Development	Participated in Program Evaluation	Signature
Syeda Woods	Administrator	Yes	Yes	Yes	
Sharen Cline	Administrator	Yes	Yes	Yes	
Linda DelRossi	Administrator	Yes	Yes	Yes	
Linda Barbara	Reading Specialist	Yes	Yes	Yes	
Carla Kelley	Reading Specialist	Yes	Yes	Yes	
Karen Wright	Guidance Counselor	Yes	Yes	Yes	
Tonya Connor	Social Worker	Yes	Yes	Yes	
Debra Garvine	PreK Teacher	Yes	Yes	Yes	
Karen Pastor	K Teacher	Yes	Yes	Yes	
Regina Colon	Teacher Grade 1	Yes	Yes	Yes	
Patricia McClaren	Teacher Grade 2	Yes	Yes	Yes	
Cheri Parsons	Parent	No	No	Yes	

**SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)***

Daryl and Stacey Stith	Parents	No	No	Yes	

## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### Stakeholder/Schoolwide Committee Meetings

**Purpose:**

The Stakeholder/Schoolwide Committee organizes and oversees the Comprehensive Needs Assessment process; leads the development of the schoolwide plan; and conducts or oversees the program's annual evaluation.

Stakeholder/Schoolwide Committee meetings should be held at least quarterly throughout the school year. List below the dates of the meetings during which the Stakeholder/Schoolwide Committee discussed the Comprehensive Needs Assessment, Schoolwide Plan development, and the Program Evaluation. Agenda and minutes of these meetings must be kept on file in the school and, upon request, provided to the NJDOE.

Date	Location	Topic	Agenda on File		Minutes on File	
			Yes	No	Yes	No
September 2014; December 2014; March 2015; May 2015		Comprehensive Needs Assessment	x		x	
September 2014; December 2014; March 2015; May 2015		Schoolwide Plan Development	x		x	
September 2014; December 2014; March 2015; May 2015		Program Evaluation	x		x	

***\*Add rows as necessary.***



## SCHOOLWIDE COMPONENT: STAKEHOLDER ENGAGEMENT *ESEA §1114(b)(2)(B)(ii)*

### School's Mission

A collective vision that reflects the intents and purposes of schoolwide programs will capture the school's response to some or all of these important questions:

- What is our intended purpose?
- What are our expectations for students?
- What are the responsibilities of the adults who work in the school?
- How important are collaborations and partnerships?
- How are we committed to continuous improvement?

<b>What is the school's mission statement?</b>	John Fenwick Academy is committed to achieving and maintaining a challenging and motivating learning environment where all members of the school community feel safe and supported. In addition, improved students' academic and social growth is a reflection of the emphasis on high academic standards, personal and social development, family involvement, and meaningful collaboration and communication within and among the stakeholders.
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## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

*24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of 2014-2015 Schoolwide Program \*

(For schools approved to operate a schoolwide program in 2014-2015, or earlier)

1. Did the school implement the program as planned? Yes
2. What were the strengths of the implementation process? Reading Specialists; F & P Scores; Writing Portfolios
3. What implementation challenges and barriers did the school encounter? Transiency; Poverty; Attendance; Chronic Absenteeism
4. What were the apparent strengths and weaknesses of each step during the program(s) implementation? Students were identified according to F & P levels for after school tutoring and RTI; students increased their reading time with their Summer Reading Kits; Waterford assisted with reading levels as well. Camp Fenwick enabled students who need remediation to improve their skills. The number of Tiered students in RTI was more than the reading specialists could accommodate for effective intervention.
5. How did the school obtain the necessary buy-in from all stakeholders to implement the programs? Distributing newsletters; highlighting the importance of volume in both reading and writing; sharing and reviewing data
6. What were the perceptions of the staff? What tool(s) did the school use to measure the staff's perceptions? The staff maintained a positive perception of the aforementioned initiatives; however, they were anxious about meeting the established reading levels for each grade. The staff's perception increased during the various school meetings held throughout the year.

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

7. What were the perceptions of the community? What tool(s) did the school use to measure the community's perceptions? The community maintains a positive perception of the school's initiatives; sign in and sign out sheets indicate a significant increase at various school functions.
8. What were the methods of delivery for each program (i.e. one-on-one, group session, etc.)? A combination depending upon the reading and writing level of the student
9. How did the school structure the interventions? During the school year, after school, and after the school year
10. How frequently did students receive instructional interventions? Often and as needed; daily
11. What technologies did the school use to support the program? Waterford; A to Z; RAZ Kids; I Pads; Star Boards
12. Did the technology contribute to the success of the program and, if so, how? Yes, student engagement increased; more data and resources were made available

***\*Provide a separate response for each question.***

### Evaluation of 2014-2015 Student Performance

#### ***State Assessments-Partially Proficient***

Provide the number of students at each grade level listed below who scored partially proficient on state assessments for two years or more in English Language Arts and Mathematics, and the interventions the students received.

English Language Arts	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <u>did or did not</u> result in proficiency (Be specific for each intervention).
Grade 4			N/A	

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

Mathematics	2013-2014	2014-2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Grade 4			N/A	
Grade 5				
Grade 6				
Grade 7				
Grade 8				
Grade 11				
Grade 12				

### Evaluation of 2014-2015 Student Performance *Non-Tested Grades – Alternative Assessments (Below Level)*

Provide the number of students at each non-tested grade level listed below who performed below level on a standardized and/or developmentally appropriate assessment, and the interventions the students received.

English Language Arts	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	47	46	RTI; after school and extended year	Attendance; lack of parent engagement and reading materials at home; poverty levels

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

Grade 1	47	48	RTI; after school and extended year	Attendance; lack of parent engagement and reading materials at home; poverty levels
Grade 2	26	43	RTI; after school and extended year	Attendance; lack of parent engagement and reading materials at home; poverty levels
Grade 9				
Grade 10				

Mathematics	2013 - 2014	2014 - 2015	Interventions Provided	Describe why the interventions provided <i>did</i> or <i>did not</i> result in proficiency (Be specific for each intervention).
Pre-Kindergarten	N/A	N/A		
Kindergarten	N/A	N/A		
Grade 1	N/A	N/A		
Grade 2	N/A	N/A		
Grade 9				
Grade 10				

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Interventions to Increase Student Achievement – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Waterford; Writing Workshop; Differentiated Instruction	Yes and No	F & P results; running records; writing portfolios	Some students with disabilities grew from 5 to 15 months while others grew 2 to 3 months.
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	RTI; Waterford; Writing Workshop	No	F & P results; running records; writing portfolios	Out of 22 homeless students in K-2 only 5 are on reading grade level or above
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	RTI; Waterford; Writing Workshop	Yes	F & P results; running records	The three ELL students grew between 9-16 months for reading levels
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	RTI; Waterford; Writing Workshop	No	F & P results; running records; writing portfolios	Eighty-five students in K-2 out of 211 students tested on or above grade level (40%); and 89 out of 230 students made 10 or more months of growth (39%)
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	All students	RTI; Waterford; Writing	No	F & P results; running	Eighty-five students in K-2 out of 211

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Workshop		records; writing portfolios	students tested on or above grade level (40%); and 89 out of 230 students made 10 or more months of growth (39%)
Math	N/A	N/A	N/A	N/A	N/A

### *Extended Day/Year Interventions* – Implemented in 2014-2015 to Address Academic Deficiencies

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	After school tutoring; Camp Fenwick;	Yes and No	F & P results; running records; writing portfolios	Some students with disabilities grew from 5 to 15 months while others grew 2 to 3 months
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	After school tutoring; Camp Fenwick	No	F & P results; running records; writing portfolios	Out of 22 homeless students in K-2 only 5 are on reading grade level or above
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	RTI; Waterford; Writing Workshop	Yes	F & P results; running records	The three ELL students grew between 9-16 months for reading levels

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	ELLs	N/A	N/A	N/A	N/A
ELA	Economically Disadvantaged	RTI; Waterford; Writing Workshop	No	F & P results; running records; writing portfolios	Eighty-five students in K-2 out of 211 students tested on or above grade level (40%); and 89 out of 230 students made 10 or more months of growth (39%)
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	All students	RTI; Waterford; Writing Workshop	No	F & P results; running records; writing portfolios	Eighty-five students in K-2 out of 211 students tested on or above grade level (40%); and 89 out of 230 students made 10 or more months of growth (39%)
Math	N/A	N/A	N/A	N/A	N/A



## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

### Evaluation of 2014-2015 Interventions and Strategies

#### Professional Development – Implemented in 2014-2015

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Waterford Data Analysis; Waterford Implementation Feedback; Teaching for Comprehension; Interactive Read Aloud	No	Teacher feedback; classroom observations; F & P results	Eighty-five students in K-2 out of 211 students tested on or above grade level (40%); and 89 out of 230 students made 10 or more months of growth (39%)
Math	Students with Disabilities	N/A	N/A	N/A	N/A
ELA	Homeless	Waterford Data Analysis; Waterford Implementation Feedback; Teaching for Comprehension; Interactive Read Aloud	No	Teacher feedback; classroom observations	Out of 22 homeless students in K-2 only 5 are on reading grade level or above
Math	Homeless	N/A	N/A	N/A	N/A
ELA	Migrant	N/A	N/A	N/A	N/A
Math	Migrant	N/A	N/A	N/A	N/A
ELA	ELLs	Waterford Data Analysis; Waterford Implementation Feedback; Teaching for Comprehension; Interactive Read Aloud	Yes	Teacher feedback; classroom observations	The three ELL students grew between 9-16 months for reading levels
Math	ELLs	N/A	N/A	N/A	N/A

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Economically Disadvantaged	Teacher feedback; classroom observations	No	Teacher feedback; classroom observations	Eighty-five students in K-2 out of 211 students tested on or above grade level (40%); and 89 out of 230 students made 10 or more months of growth (39%)
Math	Economically Disadvantaged	N/A	N/A	N/A	N/A
ELA	All Students	Waterford Data Analysis; Waterford Implementation Feedback; Teaching for Comprehension; Interactive Read Aloud	Yes and No	Teacher feedback; classroom observations	Eighty-five students in K-2 out of 211 students tested on or above grade level (40%); however, 89 out of 230 students made 10 or more months of growth (39%)
Math	N/A	N/A	N/A	N/A	N/A

### ***Family and Community Engagement Implemented in 2014-2015***

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
ELA	Students with Disabilities	Back to School Night; Spring Fling; Daddy-Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)

## SCHOOLWIDE COMPONENT: EVALUATION ESEA §1114(b)(2)(B)(iii)

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
Math	Students with Disabilities	Back to School Night; Spring Fling; Daddy-Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
ELA	Homeless	Back to School Night; Spring Fling; Daddy-Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
Math	Homeless	Back to School Night; Spring Fling; Daddy-Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
ELA	Migrant	Back to School Night; Spring Fling; Daddy-Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
Math	Migrant	Back to School Night; Spring Fling; Daddy-Daughter Dance; Family Fitness Night; Holiday Concert; Spring	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

1 Content	2 Group	3 Intervention	4 Effective Yes-No	5 Documentation of Effectiveness	6 Measurable Outcomes (Outcomes must be quantifiable)
		Concert			
ELA	ELLs	Back to School Night; Spring Fling; Daddy- Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
Math	ELLs	Back to School Night; Spring Fling; Daddy- Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
ELA	Economically Disadvantaged	Back to School Night; Spring Fling; Daddy- Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
Math	Economically Disadvantaged	Back to School Night; Spring Fling; Daddy- Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)
ELA	All students	Back to School Night; Spring Fling; Daddy- Daughter Dance;	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities is improving (about 80%)

**SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)***

<b>1 Content</b>	<b>2 Group</b>	<b>3 Intervention</b>	<b>4 Effective Yes-No</b>	<b>5 Documentation of Effectiveness</b>	<b>6 Measurable Outcomes (Outcomes must be quantifiable)</b>
		Family Fitness Night; Holiday Concert; Spring Concert			
Math	All students	Back to School Night; Spring Fling; Daddy- Daughter Dance; Family Fitness Night; Holiday Concert; Spring Concert	Yes	Sign-in sheets; verbal and written feedback	Parental involvement at these activities remained high at 85%

## SCHOOLWIDE COMPONENT: EVALUATION *ESEA §1114(b)(2)(B)(iii)*

### Principal's Certification

**The following certification must be completed by the principal of the school. Please Note:** Signatures must be kept on file at the school. A scanned copy of the Evaluation form, with all appropriate signatures, must be included as part of the submission of the Schoolwide Plan.

☐ I certify that the school's stakeholder/schoolwide committee conducted and completed the required Title I schoolwide evaluation as required for the completion of this Title I Schoolwide Plan. Per this evaluation, I concur with the information herein, including the identification of all programs and activities that were funded by Title I, Part A.

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Principal's Name (Print)

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Principal's Signature

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Date

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)

*ESEA §1114(b)(1)(A): "A comprehensive needs assessment of the entire school [including taking into account the needs of migratory children as defined in §1309(2)] that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in §1111(b)(1). "*

### 2015-2016 Comprehensive Needs Assessment Process Data Collection and Analysis

#### Multiple Measures Analyzed by the School in the Comprehensive Needs Assessment Process for 2015-2016

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
Academic Achievement – Reading	F & P; Running Records; Waterford	One year's growth and percentage of students on grade level
Academic Achievement - Writing	Writing Workshop	Portfolios; use of writing rubrics particular to each grade level
Academic Achievement - Mathematics	Envisions	Unit assessments; trimester benchmarks
Family and Community Engagement	Attendance at school events; sign in sheets	Percentage of increase in attendance
Professional Development	Surveys	Percentage of teachers who are considered effective or above in their evaluations
Leadership		
School Climate and Culture	Survey	Percentage of satisfaction in each category
School-Based Youth Services	N/A	
Students with Disabilities	IEPs	IEP goals
Homeless Students	F & P; Running Records	One year's growth and percentage of students on grade level
Migrant Students	N/A	
English Language Learners	WIDA	Percentage who pass
Economically Disadvantaged	F & P; Running Records;	One year's growth and percentage of students on grade level

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

Areas	Multiple Measures Analyzed	Overall Measurable Results and Outcomes (Results and outcomes must be quantifiable)
	Waterford	

### 2015-2016 Comprehensive Needs Assessment Process\*

#### *Narrative*

1. What process did the school use to conduct its Comprehensive Needs Assessment? Data collection and analysis
2. What process did the school use to collect and compile data for student subgroups? Same as above
3. How does the school ensure that the data used in the Comprehensive Needs Assessment process are valid (measures what it is designed to measure) and reliable (yields consistent results)? SBRR assessments administered by reading specialists
4. What did the data analysis reveal regarding classroom instruction? Teachers are doing well if measured by growth; teacher turn-over has been high
5. What did the data analysis reveal regarding professional development implemented in the previous year(s)? Professional development in Reading and Writing Workshops must continue in order to give students more time for reading and writing. Professional development needs to continue in these two areas.
6. How does the school identify educationally at-risk students in a timely manner? Administers F&P in September and when new students register
7. How does the school provide effective interventions to educationally at-risk students? The RTI process
8. How does the school address the needs of migrant students? N/A



## **SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)***

9. How does the school address the needs of homeless students? The same as for all students; we purchase uniforms, book bags, school supplies
10. How does the school engage its teachers in decisions regarding the use of academic assessments to provide information on and improve the instructional program? VAT, faculty and PLC meetings; extended common planning time
11. How does the school help students transition from preschool to kindergarten, elementary to middle school, and/or middle to high school? Preschool students visit the kindergarten classrooms; second graders also visit Grade 3 at Salem Middle School
12. How did the school select the priority problems and root causes for the 2015-2016 schoolwide plan? Data was reviewed and intensely analyzed

***\*Provide a separate response for each question.***

## SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT *ESEA §1114 (b)(1)(A)*

### 2015-2016 Comprehensive Needs Assessment Process *Description of Priority Problems and Interventions to Address Them*

Based upon the school's needs assessment, select at least three (3) priority problems that will be addressed in this plan. Complete the information below for each priority problem.

	#1	#2
Name of priority problem	ELA; CCSS	Parent/Community Involvement
Describe the priority problem using at least two data sources	Reading levels; F & P; writing portfolios	Sign in sheets; surveys; parent suggestion box
Describe the root causes of the problem	Attendance; lack of support and reading materials at home; poverty	A high concentration of poverty and low income housing; high mobility rate
Subgroups or populations addressed	All students	All students
Related content area missed (i.e., ELA, Mathematics)	ELA	
Name of scientifically research based intervention to address priority problems	Waterford; Reading and Writing Workshops	N/A
How does the intervention align with the Common Core State Standards?	These interventions reflect the CCSS in reading and writing	N/A

**SCHOOLWIDE COMPONENT: COMPREHENSIVE NEEDS ASSESSMENT ESEA §1114 (b)(1)(A)**

**2015-2016 Comprehensive Needs Assessment Process**  
***Description of Priority Problems and Interventions to Address Them (continued)***

	#3	#4
Name of priority problem	Truancy/Attendance	
Describe the priority problem using at least two data sources	Attendance and lateness records	
Describe the root causes of the problem	Poverty; low income housing; high mobility rate	
Subgroups or populations addressed	All students	
Related content area missed (i.e., ELA, Mathematics)	All areas	
Name of scientifically research based intervention to address priority problems	N/A	
How does the intervention align with the Common Core State Standards?	N/A	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*ESEA §1114(b) Components of a Schoolwide Program: A schoolwide program shall include . . . schoolwide reform strategies that . . . “*

### 2015-2016 Interventions to Address Student Achievement

<b><i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i></b>					
<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Intervention</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities	RTI; Waterford; Reading and Writing Workshops	Reading Specialists; teachers	F & P scores	RTI; Reading and Writing Workshop
Math	Students with Disabilities	Waterford	Teachers	Unit Assessments	Envisions
ELA	Homeless	RTI; Waterford; Reading and Writing Workshops	Reading Specialists; teachers	F & P scores	RTI; Reading and Writing Workshop
Math	Homeless	Waterford	Teachers	Unit Assessments	Envisions
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	RTI; Waterford; Reading and Writing Workshops	Reading Specialists; teachers	F&P scores	RTI; Reading and Writing Workshop
Math	ELLs	Waterford	Teachers	Unit Assessments	Envisions
ELA	Economically Disadvantaged	RTI; Waterford; Reading and Writing Workshops	Reading Specialists; teachers	F & P scores	RTI; Reading and Writing Workshop
Math	Economically Disadvantaged	Waterford	Teachers	Unit Assessments	Envisions
ELA	All Students	RTI; Waterford; Reading and Writing	Reading Specialists;	F&P scores	RTI; Reading and Writing Workshop

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

<i>ESEA §1114(b)(1)(B) strengthen the core academic program in the school;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Workshops	teachers		
Math	All Students	Waterford	Teachers	Unit Assessments	Envisions

*\*Use an asterisk to denote new programs.*

### 2015-2016 Extended Learning Time and Extended Day/Year Interventions to Address Student Achievement

<i>ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;</i>					
Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	After School Tutoring; Camp Fenwick	Teachers	Reading and writing levels	RTI; Reading and Writing Workshops
Math	Students with Disabilities	After School Tutoring; Camp Fenwick	Teachers	Unit Assessments; Benchmarks	Envisions
ELA	Homeless	After School Tutoring; Camp Fenwick			
Math	Homeless	After School Tutoring; Camp Fenwick			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	After School Tutoring;			

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114(b)(1)(B) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum;***

Content Area Focus	Target Population(s)	Name of Intervention	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Intervention (i.e., IES Practice Guide or What Works Clearinghouse)
		Camp Fenwick			
Math	ELLs	After School Tutoring; Camp Fenwick			
ELA	Economically Disadvantaged	After School Tutoring; Camp Fenwick			
Math	Economically Disadvantaged	After School Tutoring; Camp Fenwick			
ELA	All Students	After School Tutoring; Camp Fenwick			
Math	All Students	After School Tutoring; Camp Fenwick			

***\*Use an asterisk to denote new programs.***

### 2015-2016 Professional Development to Address Student Achievement and Priority Problems

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
ELA	Students with Disabilities	Formative Assessments; anecdotal notes; mini-lessons; active engagement; non-	Administration	Reading and Writing Levels	Reading and Writing Workshops

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
		fiction read alouds; guided reading; small Administration group instruction			
Math	Students with Disabilities	N/A			
ELA	Homeless	Formative Assessments; anecdotal notes; mini-lessons; active engagement; non fiction read alouds; guided reading; small group instruction -	Administration	Reading and Writing Levels	
Math	Homeless	N/A			
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs	Formative Assessments; anecdotal notes; mini-lessons; active engagement; non fiction read alouds; guided reading; small group instruction -	Administration	Reading and Writing Levels	

## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

***ESEA §1114 (b)(1)(D) In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.***

Content Area Focus	Target Population(s)	Name of Strategy	Person Responsible	Indicators of Success (Measurable Evaluation Outcomes)	Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)
Math	ELLs	N/A			
ELA	Economically Disadvantaged	Formative Assessments; anecdotal notes; mini-lessons; active engagement; non fiction read alouds; guided reading; small group instruction -	Administration	Reading and Writing Levels	
Math	Economically Disadvantaged	N/A			
ELA	All Students	Formative Assessments; anecdotal notes; mini-lessons; active engagement; non fiction read alouds; guided reading; small group instruction -	Administration	Reading and Writing Levels	
Math	All Students	N/A			

***\*Use an asterisk to denote new programs.***

***24 CFR § 200.26(c): Core Elements of a Schoolwide Program (Evaluation). A school operating a schoolwide program must—(1) Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement; (2) Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic***



## SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)

*standards, particularly for those students who had been furthest from achieving the standards; and (3) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.*

### Evaluation of Schoolwide Program\*

**(For schools approved to operate a schoolwide program beginning in the 2015-2016 school year)**

All Title I schoolwide programs must conduct an annual evaluation to determine if the strategies in the schoolwide plan are achieving the planned outcomes and contributing to student achievement. Schools must evaluate the implementation of their schoolwide program and the outcomes of their schoolwide program.

1. Who will be responsible for evaluating the schoolwide program for 2015-2016? Will the review be conducted internally (by school staff), or externally? How frequently will evaluation take place? The committee will conduct the review internally four times a year; this evaluation will be shared with the faculty at large
2. What barriers or challenges does the school anticipate during the implementation process? Relatively new teachers and their need to increase their pedagogy
3. How will the school obtain the necessary buy-in from all stakeholders to implement the program(s)? Provide the necessary data that show the needs
4. What measurement tool(s) will the school use to gauge the perceptions of the staff? A survey
5. What measurement tool(s) will the school use to gauge the perceptions of the community? A survey
6. How will the school structure interventions? During and after school
7. How frequently will students receive instructional interventions? Daily
8. What resources/technologies will the school use to support the schoolwide program? RTI; Waterford; RAZ Kids; Reading A to Z; Star Boards; Envisions
9. What quantitative data will the school use to measure the effectiveness of each intervention provided? F & P; running records; writing portfolios; Envisions unit assessments

## **SCHOOLWIDE COMPONENT: Reform Strategies ESEA §(b)(1)(B)(i-iii)**

10. How will the school disseminate the results of the schoolwide program evaluation to its stakeholder groups? At school board meetings; Parent University

*\*Provide a separate response for each question.*

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

### *ESEA §1114 (b)(1)(F) Strategies to increase parental involvement in accordance with §1118, such as family literacy services*

Research continues to show that successful schools have significant and sustained levels of family and community engagement. As a result, schoolwide plans must contain strategies to involve families and the community, especially in helping children do well in school. In addition, families and the community must be involved in the planning, implementation, and evaluation of the schoolwide program.

#### **2015-2016 Family and Community Engagement Strategies to Address Student Achievement and Priority Problems**

<b>Content Area Focus</b>	<b>Target Population(s)</b>	<b>Name of Strategy</b>	<b>Person Responsible</b>	<b>Indicators of Success (Measurable Evaluation Outcomes)</b>	<b>Research Supporting Strategy (i.e., IES Practice Guide or What Works Clearinghouse)</b>
ELA	Students with Disabilities				
Math	Students with Disabilities				
ELA	Homeless				
Math	Homeless				
ELA	Migrant	N/A			
Math	Migrant	N/A			
ELA	ELLs				
Math	ELLs				
ELA	Economically Disadvantaged				
Math	Economically Disadvantaged				
ELA	All Students	Promote volume of reading	All staff	Reading Challenge Logs	Reading and Writing Workshops
Math	All Students	Fun facts; Take home flashcards	All staff	Unit assessments and minute math	Envisions

## SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)*

*\*Use an asterisk to denote new programs.*

## **SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

### **2015-2016 Family and Community Engagement Narrative**

1. How will the school's family and community engagement program help to address the priority problems identified in the comprehensive needs assessment? This engagement should improve reading skills, attendance, and parental involvement
2. How will the school engage parents in the development of the written parent involvement policy? Provide a parent suggestion box and surveys
3. How will the school distribute its written parent involvement policy? At Back to School Night and through mailings and the school website
4. How will the school engage parents in the development of the school-parent compact? Attendance at Parent University
5. How will the school ensure that parents receive and review the school-parent compact? Letter home with signature
6. How will the school report its student achievement data to families and the community? Report cards; mailings to the home; local newspaper
7. How will the school notify families and the community if the district has not met its annual measurable achievement objectives (AMAO) for Title III? Back to School Night to include discussion of Title I, II, and III
8. How will the school inform families and the community of the school's disaggregated assessment results? Mailings
9. How will the school involve families and the community in the development of the Title I Schoolwide Plan? PTO
10. How will the school inform families about the academic achievement of their child/children? Progress reports; report cards

**SCHOOLWIDE COMPONENT: FAMILY AND COMMUNITY ENGAGEMENT *ESEA §1114 (b)(1)(F)***

**11.** On what specific strategies will the school use its 2015-2016 parent involvement funds? Homework help and tips; resources for counseling.

***\*Provide a separate response for each question.***

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

### *ESEA §1114(b)(1)(E) Strategies to attract high-quality highly qualified teachers to high-need schools.*

High poverty, low-performing schools are often staffed with disproportionately high numbers of teachers who are not highly qualified. To address this disproportionality, the *ESEA* requires that all teachers of core academic subjects and instructional paraprofessionals in a schoolwide program meet the qualifications required by §1119. Student achievement increases in schools where teaching and learning have the highest priority, and students achieve at higher levels when taught by teachers who know their subject matter and are skilled in teaching it.

#### Strategies to Attract and Retain Highly-Qualified Staff

	Number & Percent	Description of Strategy to Retain HQ Staff
Teachers who meet the qualifications for HQT, consistent with Title II-A	100%	Mentorship opportunities for teacher leadership; job embedded professional development; professional development of interest outside of the district
Teachers who do not meet the qualifications for HQT, consistent with Title II-A		
Instructional Paraprofessionals who meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)	100%	Same as above
Paraprofessionals providing instructional assistance who do not meet the qualifications required by <i>ESEA</i> (education, passing score on ParaPro test)*		

\* The district must assign these instructional paraprofessionals to non-instructional duties for 100% of their schedule, reassign them to a school in the district that does not operate a Title I schoolwide program, or terminate their employment with the district.

## SCHOOLWIDE: HIGHLY QUALIFIED STAFF *ESEA §(b)(1)(E)*

Although recruiting and retaining highly qualified teachers is an on-going challenge in high poverty schools, low-performing students in these schools have a special need for excellent teachers. The schoolwide plan, therefore, must describe the strategies the school will utilize to attract and retain highly-qualified teachers.

Description of strategies to attract highly-qualified teachers to high-need schools	Individuals Responsible
Mentorship opportunities for teacher leadership; job embedded professional development; professional development of interest outside of the district	<b>Superintendent; Building Principals</b>